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HOME ECONOMICS COURSES OF STUDY FOR JUNIOR  
HIGH SCHOOLS.

INTRODUCTION.

It is the consensus of opinion that in the first four years of the elementary school both boys and girls should be given progressive instruction in industrial arts. This work should involve the manipulation of materials and processes in paper and cardboard, textiles, basketry, weaving, and drawing. There should be acquired a control of the larger muscles and a familiarity with certain simple common tools, but no project requiring close application or fine co-ordination of muscles should be chosen.

Beginning with the fifth grade, the lines of work for boys and girls should diverge. Simple food preparation and housewifery should be the chief topics in the home-making classes for girls throughout the fifth grade, and sewing and food preparation should be given in the sixth grade with constant reviews of the housewifery practices taught in the preceding grade.

The dominant thought of the fifth grade food work should be "What foods are needed by fifth-grade children in order that they may grow and be strong." The actual cookery should be of the common and least expensive foods and by the simplest methods. Breakfast cereals, rice, soft cooked eggs, toast, plain custards, cocoa, and similar preparations should be chosen as lesson subjects with especial stress placed upon the care and use of milk, the value of cereals and vegetables in the diet, and upon neat methods of work and scrupulous cleanliness of person, utensils, and methods.

The sewing should consist of simple projects adapted to the interests of the children at the period of their development. Work which requires close application and fine exact motions is physiologically contraindicated.

Housewifery lessons should consist of teaching the care of a bedroom, table setting, careful dusting, and dishwashing.

The spirit and motive of home economics teaching should differ in these grades from those dominating the instruction given in the junior high school.

It is concluded that a girl entering the seventh grade of school should know how to follow a simple recipe accurately, how to measure food materials correctly, and how to regulate temperatures for boiling and baking. She should be able to assist dextrously in making a bed, in caring for toilet articles, in setting a table, in dusting a room, in washing dishes, and in putting away fresh and cooked foods. She should be able to sew a straight seam on the sewing machine, cut by a two-piece commercial pattern, baste seams, darn her stockings, sew on buttons, and work buttonholes, and also be able to wash and iron small light articles of cotton and linen.

She should understand the more elementary facts concerning the right choice of foods, correct food habits, personal hygiene, and careful use of foods, clothing, and household furnishings.

With this foundation she will be prepared to profit by the course hereinafter recommended.

Special adjustment of home economics work should be made in schools where home economics is not begun until the seventh grade. A more elementary course should be planned for the seventh grade with at least one extra double period scheduled weekly during this year. Additional time should also be allotted to home economics in the eighth and ninth grades.

Unfortunately, in certain school systems home economics is still limited to the grades of the four-year high school. Where this condition exists certain changes should be made. Home economics should be a required course for all ninth-grade and tenth-grade girls. From 8 to 10 periods per week should be assigned to this subject, and the course herein planned should be modified to meet this condition.

#### A. TIME ALLOTMENT.

The following time allotment should be made for home economics:

In school systems having the 6-3-3 plan, with home economics taught in the fifth and sixth grades, at least this much time per week should be required in the seventh and eighth grades: Two double periods, equaling about 180 minutes; one single period, equaling about 45 minutes for supervised study, recitation, etc.; study, practice, and observation at home, 90 minutes.

In the ninth grade home economics should be required as follows: Three double periods about 270 minutes; two single periods about 90 minutes; home study, practice, and observation, 90 minutes.

If the usual period is of 60 minutes' duration, then the following is a possible though not a most desirable arrangement for the seventh and eighth grades: One double period, 120 minutes; two single periods, 60 minutes each, 120 minutes; home study, practice, etc., 90 minutes.

In schools having the 8-4 plan with no home economics, in the ele- in the lower grades, the time should be as follows in the seventh, eighth, and ninth grades: Three double periods per week, about 270 minutes; two single periods per week, about 90 minutes; study, practice, and observation at home, 120 minutes.

In schools having the 8-4 plan with required home economics in the grades six to eight at least one additional year of home economics should be required. This required home economics should be not less than three double periods per week, 270 minutes; two single periods, 90 minutes; home study, practice, and observation, 90 minutes.

In schools having the 8-4 plan with no home economics in the elementary grades, home economics should be required in the ninth and tenth grades, and be as follows: Four double periods per week, 360 minutes; one single period per week, 45 minutes; study, practice, and observation at home, 120 minutes.

#### B. ELECTIVE COURSES.

Elective courses in home economics should be offered in all senior high schools. These courses should be full-credit courses and the equivalent in time and value to other elective subjects. The rates of practice to class time should vary with the subject. In small high schools it is well to rotate the various elective courses in home economics, since it is quite probable that the classes will be small. The greatest difficulty in such a rotation is that of schedule making, but it is a difficulty not impossible of satisfactory solution. Girls over 14 years of age should be admitted to the junior high school home-economics class, and where the number of retarded girls justifies the formation of half-day classes these should be maintained.

#### C. OUTLINE OF COURSES REQUIRED IN JUNIOR HIGH SCHOOL.

All of the following courses are intended to be suggestive. It is anticipated that the intelligent teacher will modify, eliminate, or substitute projects as the needs of her pupils justify changes. It is not assumed that all of these projects could be covered during any one course, and that not infrequently the project here selected for one unit may be most suitable in some later unit. Time allowance, seventh and eighth grades: Two double periods: 1 period of study, recitation, or reports; 90 minutes, study, practice, and observation out of school.

## MOTIVES.

Promote home helpfulness, form right health habits, awaken an interest in the economics of clothing and food, and train in the performance of certain household operations.

## FIRST HALF TERM.

Topic: The care of clothing; thrift in selection and making. Correlated with geography, English, arithmetic, art, and general science.

Suggested school projects.	Home projects.	Investigation reports and recitations.
1. Care of clothing. (a) Stocking darning. (b) Patching, repair of undergarments. (c) Laundering of undergarments. (d) Making soiled clothes bag.	1. The family work basket. (a) Family darning. (b) Buttons replaced. (c) Buttonholes repaired. 2. Care of stockings, as affecting wear. 3. Care of own shoes. 4. Expense account of necessary clothing of child at this age.	1. Cost of homemade <i>vs.</i> readymade garments. 2. Samples of white cloth with cost, fineness, and weave. Samples mounted and named. 3. Samples printed cotton cloth. 4. Samples gingham. 5. Experiments as to shrinkage of cotton cloth. 6. Tests of colors. 7. Cost of homemade trimming.
2. Selection and making. (a) Kimono night dress. (b) Apron. (c) Bloomers. (d) Middy. (e) Underskirt. (f) One project requiring cooperation of several pupils.		

## SECOND AND THIRD QUARTERS.

Topic: Meal preparation and service. Correlated with English, geography, arithmetic, hygiene, and general science.

Suggested school projects.	Home projects.	Investigation reports and recitations.
1. The cooking of food. (a) Combustion experiments. (b) Fuels. (c) Types of stoves. (d) Effect of heat on different food-stuffs. (e) Types of utensils.	1. Prepare at home each article cooked at school. 2. Help prepare Sunday breakfast. 3. Help wash dishes each day. 4. Keep table cutlery polished. 5. Set supper table daily.	1. Fuels. (a) Cost of different fuels. (b) Sources of different fuels. (c) Cost of different stoves. 2. Water. (a) Uses of water in the household.

School working projects—  
Continued.

2. Preparation of the family breakfast.
  - (a) Fruits.
  - (b) Cereals.
  - (c) Hot breads.
  - (d) Meat dishes.
  - (e) Fish dishes.
  - (f) Egg preparations.
3. Daily service of breakfasts.
  - (a) Individual.
  - (b) Class groups.
  - (c) Teachers.
  - (d) Guests.
4. Care of kitchen.
  - (a) Dish washing.
  - (b) Care of stove.
  - (c) Washing windows.
  - (d) Care of floor.
5. Care of foods.
  - (a) Milk.
  - (b) Raw food.
  - (c) Cooked foods.
6. Care of food containers.
  - (a) Ice box.
  - (b) Window box.
  - (c) Bread box.
  - (d) Flour cans.
7. Care of dining room.
  - (a) Sweeping.
  - (b) Dusting.
  - (c) Airing.
  - (d) Table setting.
  - (e) Care of table linen.
  - (f) Laundering table linen.

## Home projects—Continued.

6. Care for foods from market.
7. Do marketing.
8. Prepare Sunday supper.
9. Take care of refrigerator.
10. Assume care of dining room.

Investigation reports and  
recitations—Continued.

## 2. Water—Continued.

- (b) Uses of water in the body.
- (c) Local water supply.
3. An adequate diet for a growing child.
  - (a) Value of milk.
  - (b) Milk sanitation.
  - (c) Local milk supply.
  - (d) Visit creamery.
4. Value of cereals in the diet.
  - (a) Kinds of cereals.
  - (b) Visit mills.
  - (c) Visit bakery.
5. Value of green vegetables.
  - (a) Study vegetables.
6. Marketing.
  - (a) Visit markets and stores.
  - (b) Study sanitation of markets.
  - (c) Compare sanitation of markets.
  - (d) Compare prices in "cash and carry" stores and in "charge and delivery stores."
8. The home luncheon or supper.
  - (a) Cream soups.
  - (b) Scalloped vegetables.
  - (c) Cream vegetables.
  - (d) Eggs in luncheon dishes.
  - (e) Simple deserts.
  - (f) Salads.
  - (g) Light breads.

## SEVENTH GRADE: FOURTH QUARTER.

Topic: Choice and making of simple clothing. Correlated with arithmetic, bookkeeping, general science, art, and hygiene.

Project.	Home projects.	Investigation reports and recitations.
1. Seventh grade girl's wardrobe: Wash dress of simple design—	1. Family mending basket.	1. Textiles.
(a) Choice of material as to color, design and suitability to wearer.	(a) Stocking darning.	(a) Visit textile mill, or
(b) Choice of trimming as to design, suitability, etc.	(b) Buttons and button holes.	(b) Study weaving.
(c) Making dress—development of skill and standards of workmanship.	2. Entire care of personal wardrobe.	(c) Test colors.
(d) Care of sewing machine.	3. Daily care of own bedroom.	(d) Collect samples of material.
(e) Washing colored cotton materials—setting colors, etc.	4. Keeping account of laundry.	2. Figure clothing budgets.
(f) Cost of dress—comparison of material, workmanship and cost of ready-to-wear dress.	5. Making garments for younger child.	3. Visit stores with ready-to-wear garments.
2. Children's garments: Rompers and dress. For child in family or in charitable institution. (Subdivide subject as in Project 1.		4. Study making leather and shoes.
3. Cooperation project for school activity or benevolent purpose.		5. Essentials of healthful dressing.

## EIGHTH GRADE.

Time allowance: Two double periods of 90 or 100 minutes; 1 single period for study, recitation, or reports; home projects not less than 90 minutes weekly.

Motives: Health, home helpfulness, thrift, efficiency in household occupations, and an awakened social consciousness.

First quarter: Topics—Food preservation, marketing, food study, food accounts. Correlated with general science, geography, arithmetic, and hygiene.

Suggested school projects.	Home projects.	Investigation reports and recitations.
1. Food preservation.	1. Home canning.	1. Food preservation.
(a) Fruit canning.	2. Home marketing.	(a) Yeast molds and bacteria in foods.
(b) Vegetable canning.	3. Food accounts.	(b) Food spoilage, causes of.
(c) Jellies and jams.	4. Bread baking.	(c) Destruction and exclusion of microorganisms: By heat and sealing; by drying; by chemicals.
(d) Preserves and pickles.	5. Preparation of breakfast.	(d) Choice of foods for preservation.
(e) Fruit drying.	6. Washing supper dishes.	2. Yeasts in bread making.
(f) Storage of winter vegetables.	7. Saturday kitchen cleaning.	3. Molds on household clothing or linen.
2. Wholesome and economical family foods.	8. Care of garbage and garbage container.	4. Disposal of waste.
(a) Cooking of dried fruits	9. Care of bath room.	5. Prevention of insects.
(b) Cooking of legumes.	10. Care of own room.	6. Sanitation of bathroom.
(c) Bread making.	11. Care of dining room.	
(d) Meat cookery.	12. Assistance in family laundry.	
(e) Winter vegetables.		
(f) Desserts.		

## EIGHTH GRADE: SECOND QUARTER.

Time allowance and motives: The same as in first quarter.

Topics: Continuation of first quarter's work. Preparation of food in family quantities. Keeping food accounts. Establishing habits of swiftness and good workmanship. Correlated as in first quarter.

Suggested school projects.	Home projects.	Investigation, reports, and recitations.
1. Choice and preparation of food. (a) Soups. (b) Meats. (c) Vegetables. (d) Salads. (e) Breads. (f) Desserts. (g) Beverages.	Continuation of those 1st quarter. Increase time spent in meal preparation at home.	1. Principles of selection of diet. (a) Constituent of an adequate diet. (b) Diet in relation to age. (c) Economic consideration. (d) Labor considerations in choice of food. (e) Suitable dinner menus for special conditions. (f) One hundred calorie portions of cooked foods. (g) Nutritive ratio. (h) Growths determinants. (i) Comparative cost of fresh and canned milk, fruits, vegetables, etc.
2. Daily service of dinners at school. All cooking in family quantities either sold in lunch room or sold to teachers or homes.		2. Study of plumbing conditions in school and home.
3. Sanitation of the home. (a) Elimination of insects and other disease carriers. (b) Care of cellar or basement. (c) Sanitary care of floors and floor coverings. (d) Sanitary plumbing and its care. (e) Practice in care of teachers' rest rooms and other rooms in school.		3. Visits to houses in process of building. 4. Visits to garbage dumps and sewage disposal plants.



## EIGHTH GRADE: THIRD QUARTER.

Topic: Economy in the use of clothing. Study of costs.

Aim: To establish habits of good workmanship, especially in the use of sewing machine and commercial patterns. To relate the study to the personal hygiene and work in color and design. Correlated with geography, general science, arithmetic, art, and hygiene.

School working projects.	Home projects.	Investigation reports and recitations.
1. Wool dress or middy blouse and wool skirt.	1. Care of clothing. (a) Home mending of woollens.	1. Textiles and clothing. (a) Samples and prices of woolen goods.
2. Use of old woolen garment by remaking for a child.	(b) Removal of stains and cleaning woolen garments.	(b) Household tests for wool.
3. Care of clothing, cleaning and pressing articles of wool, such as mother's skirts, or brother's suit.	(c) Help in family laundry.	(c) Household tests for linen.
4. Dyeing woolen articles.	(d) Care of the table linen.	(d) Cost of ready-to-wear vs. home-made garments.
5. Care and cleaning of sewing machine.	2. Housekeeping. (a) Help in making bedding, etc.	(e) Quality of material in ready-to-wear garments.
	(b) Cleaning home sewing machine.	(f) Points in the selection of ready-to-wear garments.
	(c) Care of personal garments.	(g) Extravagance of extreme styles.
	(d) Care of own rooms.	(h) Summer care of winter garments.
	(e) Care of bath room.	(i) Personal and family clothing budget.
		(j) Purchase and care of accessories, such as gloves.
		(k) Clothing as related to health.

## EIGHTH GRADE: FOURTH QUARTER.

Topic: (1) Summer clothing—its use and care. (2) Garments for infants; home nursing and care of little children during summer. Correlated as in previous quarter.

School working projects.	Home projects.	Investigation reports and recitations.
1. Summer dress.	1. Making dress for baby.	1. Summer clothing.
2. Summer undergarments.	2. Care of baby.	(a) Discussion of materials and collection of samples.
3. Baby outfit.	3. Making summer dress at home.	(b) Collection of trimming samples.
	4. Preparing food for sick person.	(c) Cost of garment made.
	5. Care of bedroom.	(d) Cost of ready-to-wear garment.
	6. Any of previous home projects.	2. Care of children.
		(a) Garments needed by infant.
		(b) Materials and patterns suitable for infant.
		(c) Bathing and care of little children.
		(d) Foods for little children.
		3. First aid in emergencies.
		4. Food for the sick.

## NINTH GRADE: SURVEY COURSE.

The following suggestions for a survey course are offered for the ninth grade. The value of such a course would be—

1. To give the girl a well-rounded conception of the many studies contributing to worthy home membership.

2. To arouse interest leading to elective studies in the 10, 11, and 12 years of more detailed courses.

3. To help the girl who must leave school at the end of the ninth grade to live her daily life more wisely and to find her place in the working world.

First quarter: Topic—Clothing studies in relation to healthful and economic living.

Second quarter: Topic—Food studies in relation to healthful and economic living.

Third quarter: Topic—The home and its care. Studies dealing with making the living place a healthful, attractive home wherever it may be.

Fourth quarter: Topic—Family and personal finances. Wise and thoughtful spending and saving.

#### NINTH YEAR: FIRST QUARTER.

Topic: Selection and care of clothing and its relation to healthful and economic living. Correlated with art, general science, social studies, and instruction in hygiene.

School working projects.	Home projects.	Study and report projects.
1. Care of clothing.	1. Care of own wardrobe.	1. Study of textiles—adaptation to use.
(a) Make fall hat.	2. Care of own bedroom.	2. Conservation and care.
(b) Remodel a wool-en garment.	3. Entire care of one other room.	3. Substitutes.
(c) Make collars or other forms of neckwear.	4. Assistance in household laundry.	4. Selection of ready-to-wear garments.
(d) Freshen ribbons.	5. Share in weekly mending.	5. Hygiene of clothing.
(e) Clean laces.	6. Personal accounts for clothing.	6. Credit or cash buying.
(f) Mend laces and gloves.		7. Clothing expense account.
(g) Remove spots and stains from actual garments.		8. Visit clothing industries employing women.
		9. Choice of clothing by employed women.
		10. Prices and qualities of various ready-to-wear garments.

## NINTH GRADE: SECOND QUARTER.

*Topic:* Selection of food and its relation to healthful and economic living. Correlated with hygiene, social studies, and general science.

Working school projects.	Home projects.	Investigation reports and recitations.
1. Inexpensive meal preparation.	1. Prepare one meal daily.	1. The adequate lunch-eon.
(a) Luncheons.	2. Do the family marketing.	(a) Choice of foods in public eating places.
(b) Soups.	3. Keep family food accounts.	(b) Sanitation of public eating places.
(c) Made dishes.	4. Take care of refrigerators.	(c) Conditions affecting the cost of cooked foods.
(d) Hot-breads.	5. Care of left over foods.	2. Sanitation of markets.
(e) Salads.	6. Care of own room.	3. Sanitation of public wash rooms, etc.
(f) Simple desserts.	7. Put up cold lunches daily.	4. Visits to food industries employing women.
2. Study of purchased cook foods as to cost, flavor, and components.		5. Personal hygiene for employed girls.
(a) Estimate of foods in 100 calorie portions.		
(b) Restaurant foods and cost and approximate composition.		
3. Preparing and packing cold lunches.		
4. The school lunch-room lunch.		
(a) Assistance in preparation.		
(b) Assistance in serving.		
(c) Period of responsibility in preparation and service.		

## NINTH GRADE: THIRD QUARTER.

Topic: The sanitary home, prevention of disease, first aid, and care of the sick. Correlated with hygiene and general science.

School working projects.	Home projects.	Study and recitation projects.
1. Sanitary care of the house: (a) Care of sink. (b) Care of garbage and refuse. (c) Care of bath-room equipment. (d) Cleaning, dusting, sunning, and airing rooms. (e) Care of lighting appliances. (f) Renewal of wall and wood-work finishes.	1. Clean one room weekly. 2. Care of sick, etc. 3. Assist in care of child. 4. Renew kitchen floor finish. 5. Refresh finish on bed-room articles. 6. Make window curtains. 7. Make table linens.	1. Sanitation of homes: (a) Ventilation. (b) Cleanliness. (c) Heat. (d) Light. (e) Plumbing. (f) Surroundings. 2. Sanitation of public places: (a) Street cars. (b) Offices and places. (c) Of public amusement. 3. Prevention of spread of disease: (a) Spread of colds and other diseases of respiratory tract. (b) Personal responsibility for health of others. (c) Unhygienic personal habits. 4. First aid in sickness: (a) First aid in fainting, cuts, bruises, fractures, burns. (b) First care at onset of sickness. (c) Prevention of spread of sickness. (d) Public aids, such as hospitals, public dispensaries, visiting nurses, visiting physicians, etc. (e) Health, accident, and life insurance.
2. Foods for the sick: (a) Preparation and choice under special conditions.		
3. Care of sick room: (a) Making bed for patient. (b) Bathing the sick. (c) Use of hot-water bottles, etc. (d) Taking temperature. (e) Recording symptoms. (f) Making bandages, etc. (g) Disinfection and sterilization of sick-room articles.		

## NINTH GRADE: FOURTH QUARTER.

Topic: Family and personal finances. Correlated with bookkeeping and social science courses.

School working projects.	Home projects.	Investigation reports and recitations.
1. Economics of clothing.	1. Keeping family accounts.	1. Dividing the family income.
(a) Renovation of spring clothing.	2. Making garments for younger children.	2. Dividing the family clothing budget.
(b) Making or re-making spring suit.	3. Freshening ribbons, laces, etc., for other members of family.	3. Dividing the personal clothing budget.
(c) Making summer wash dress.	4. Assisting in household duties as suggested in previous outlines.	4. Dividing the wage-earning woman's income.
(d) Washing and cleaning delicate fabrics.		5. Relation of education to income earning.
(e) School problems connected with school activities.		6. Laws as to working conditions of wage-earning women.
		7. Occupational diseases of women.
		8. Recreational opportunities for women.
		9. Savings accounts.
		10. Investments.

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